California Postsecondary Education Commission

Improving Teacher Quality State Grants Program

Project Description

Project Title	Chico Mathematics Project STIR		
Grant Amount: $124,010		Grant Period: February 1, 2007- May 31, 2008	
Grade Level: 6-12		Subject Matter: Mathematics	
Institute of Higher Education	CSU Chico		
Local Education Agency	Las Plumas High School		
Need for Project/ Population To Be Served:	Northstate STIR will serve a very unique purpose for the California Math project. Centrally located in rural Northern California, the program will target hard to staff and under-performing schools in the region. Oroville Union High School District, the LEA of the project, has experienced a steady decline yearly in the number of returning teachers. Moreover, many students in the area are considered low socio-economic status, further exacerbating the challenges of the district. In addition, Northstate STIR will address the issue of teacher isolation, which is often a problem in rural areas, by connecting teachers to a widespread teaching and learning community		
Project Goals:	Northstate STIR plans to establish a widespread community of confident and reflective mathematics teachers, in order to improve teacher retention and recruitment throughout Northern California. In order to do this, it will address the three main areas of: mathematical and pedagogical content knowledge; practice and reflection; and personal and professional growth. Our vision is that teachers will begin to feel that they are part of a firm network of teachers within which to share ideas and lessons, even across large distances. This will contribute to teachers' confidence and competence and consequently to higher retention rates. Northstate STIR hopes to construct a community of teachers who will further recruit others by playing the roles of teacher leaders, math coaches and professional development instructors.		
Summary of Activities:	The program will include summer teaching Institutes for participants in the first 3 years of the grant. Emphasis will be on several areas of mathematics, but will include connections to pedagogy and effective teaching. The summer institutes will include such broad topics as algebra, geometry, problem-solving and mathematical reasoning. The summer institutes will lean progressively more towards reflecting on teachers' own practices, and incorporating new ideas into their teaching. In addition, follow-up professional development will be provided throughout the school year, both with face-to-face workshops and with an online component. Systematic and sustained support will take different forms depending on the sub-category of each teacher (e.g. BTSA supported, Intern or 3-5 year experienced). In the last two years of the grant, teachers will take on such roles as being mentors to other new teachers, liasons between different schools and districts and as professional development instructors. We believe these roles will best encourage our participants to continue on the path of becoming strong, competent teacher leaders.		
Outcomes Expected:	Teachers participating in the retention cohort professional development will have a higher teacher retention rate and engage in more leadership and career enhancement activities than teachers in the comparison cohort. Additionally, retention cohort teachers will show increases in mathematics content knowledge as a result of participation.		
Teachers Served	47	Students Served	7050
Project Website:			

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